

Morningside Middle

1999 Singley Lane
North Charleston, SC 29405

Grades	6-8 High School	
Enrollment	731 Students	
Principal	Kala Goodwine	843-745-2000
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/AV

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	0	2	0	11

IMPROVEMENT RATING

N/AV

ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	N/AV	N/AV	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	N/A	N/A	56.9
Passed 1 subtest	N/A	N/A	N/A	N/A	N/A	17.2
Passed no subtests	N/A	N/A	N/A	N/A	N/A	37.3

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	N/A	82.8%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	2.7
Seniors who met the SAT/ACT requirement	N/A	3.0
Seniors who met the grade point average	N/A	26.3

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	N/A	111
Number of Diplomas	N/A	69
Rate	N/A	65.5%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	68.4
English 1	N/A	49.6
Biology 1/Applied Biology 2	N/A	37.7
Physical Science	N/A	19.0
All Subjects	N/A	42.9

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	N/A	N/A	
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	
African American	N/A	N/A	N/A	N/A	N/A	N/A	
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	N/A	N/A	
Disabilities other than speech	N/A	N/A	N/A	N/A	N/A	N/A	
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	

n = number of students on which percentage is calculated

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics – State Performance Objective = 50.0%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 731)				
Retention rate	13.0%	N/A	10.3%	7.0%
Attendance rate	90.1%	N/A	94.3%	95.5%
Eligible for gifted and talented	3.9%	N/A	3.1%	7.9%
With disabilities other than speech	14.7%	N/A	16.1%	12.3%
Older than usual for grade	16.3%	N/A	15.4%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.5%	N/R	0.5%	1.2%
Enrolled in AP/IB programs	0.0%	N/R	0.0%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	N/A		1.0%	10.2%
Annual dropout rate	20.0%	N/A	2.6%	2.8%
Career/technology students in co-curricular organizations	N/A	N/A	4.8%	3.5%
Enrollment in career/technology center courses	N/A	N/A	248	448
Students participating in worked-based experiences	N/A	N/A	24.8%	24.2%
Career/technology students mastering core competencies	N/A	N/A	75.5%	80.0%
Career/technology completers placed	N/A	N/A	98.1%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 53)

Teachers with advanced degrees	34.0%	N/A	52.0%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.9%	N/A	19.7%	9.6%
Teachers with emergency or provisional certificates	5.3%	N/A	18.1%	9.9%
Teachers returning from previous year	71.6%	N/A	78.0%	86.3%
Teacher attendance rate	93.3%	N/R	94.2%	95.3%
Average teacher salary	\$38,662	I/S	\$41,390	\$42,943
Prof. development days/teacher	14.6 days	N/R	11.2 days	11.2 days

School

Principal's years at school	2.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	N/R	20.8 to 1	25.7 to 1
Prime instructional time	82.8%	N/R	87.1%	89.3%
Dollars spent per pupil*	\$5,076	N/A	\$8,979	\$6,792
Percent of expenditures for teacher salaries*	54.7%	N/A	54.4%	55.3%
Percent of expenditures for instruction*	67.7%		60.0%	61.1%
Opportunities in the arts	Good	N/R	Good	Excellent
Parents attending conferences	55.2%	N/R	88.5%	92.8%
SACS accreditation	No	N/R	Yes	Yes
Character development	Average	N/R	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	No

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Morningside Middle School is an urban neighborhood school located near the center of the city of North Charleston. The 2005-2006 year at Morningside was a difficult one because we had to contend with a high number of substitutes during the year due to the death of a teacher and other teachers leaving our staff during the school year. A team from the State Department of Education audited our school due to our Unsatisfactory status this year. Their findings indicate we are on the right track for our students to succeed with the proper educational components in place.

A goal for 2006-2007 is to have all our Morningside teachers highly qualified. Our Teacher Coach, Lead Teacher and Turning Points Specialist have done a great job working with our teachers to improve instruction and help us toward this goal. Our teachers and students follow a team schedule by grade level to extend learning time. Four teachers per team specialize in core classes of ELA (English Language Arts), Math, Science and Social Studies. School-wide programs in Successmaker and PACT Math Remediation have helped many of our students make improvements in reading and math skills. Teachers were trained in Differentiated Classroom Instruction to identify multiple ways to meet the academic needs of students in whole group, in small group, and individually, and to provide inclusion in the regular classroom for our Special Education Students.

Morningside Middle School has an after-school comprehensive remediation program. We have also incorporated the MAP (Measure of Academic Progress) testing in the fall and spring to assess student progress. We are now in our 3rd year of our 3-year Turning Points School Reform grant to improve teaching, learning and assessment and to create a school culture and structures that enable all students to learn at high levels. Our Student Notebook Assistance Program (SNAP) will be in place again next year to provide instructional support, structure, accountability and improve organizational skills. The NCS lab using Successmaker software will continue to serve our students to improve math and language arts skills.

Our students need to attend school to improve their academic achievement. We have a Truancy Specialist who calls parents when students are absent. Our Parent Advocate will continue working with students, parents, and teachers to promote student attendance and parent involvement. The South Carolina Palmetto Achievement Challenge Test scores rated Morningside as an Unsatisfactory school with a Below Average improvement rating. We will be anxiously awaiting the 2006 PACT results.

Thomas Rylands, Principal

Rosa Haynes, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	173	55
Percent satisfied with learning environment	38.5%	55.9%	60.0%
Percent satisfied with social and physical environment	53.8%	50.3%	46.3%
Percent satisfied with school-home relations	23.1%	72.2%	62.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.